

A Person-Oriented Approach to Characterizing Beginning Teachers in AC Programs

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30 Intern Program Directors & Staff

Overview of Study

- Three-year study of teachers produced through California's AC programs, 2001-2004
- Ecological model - individual & environment
- Web-based surveys (4)
 - Integrated with publicly available school data
- 30 programs statewide
- N = 4744 interns (74.5% response rate)

Key Questions

- Who chooses to earn a teaching credential through AC programs?
- How to characterize interns - beyond demographics
- What motivates interns to enter teaching and AC programs?
- How can an understanding of intern profiles inform recruitment and retention of teachers, especially for high-need schools?

Questions Raised and Not Answered by Demographic Analyses

- Mean age - not a good indicator of an individual's life circumstances
- Variability in timing of life events
- Masks differences between 2nd career seekers and mature adults completing college later in life

Questions Raised and Not Answered by Demographic Analyses

- Race and ethnicity
 - Sensitive to generational differences in experiences
 - Often confounded by socioeconomic status (SES)
 - Indirect relationship or association with motivations for entering teaching

Life History Analysis	Motivational Analysis
<p data-bbox="281 321 905 380">Time Sensitive Markers</p> <ul data-bbox="180 396 919 834" style="list-style-type: none"><li data-bbox="180 396 743 454">• # of years from BA<li data-bbox="180 470 831 529">• Highest degree earned<li data-bbox="180 545 625 604">• Previous salary<li data-bbox="180 620 617 678">• Parental status<li data-bbox="180 695 919 834">• Previous experiences with young people	<p data-bbox="1180 396 1780 454">Attractors to Teaching</p> <p data-bbox="1129 548 1831 607">Attractors to AC Pathway</p> <p data-bbox="1138 695 1822 834">Attractors to Specific AC Programs</p>
<p data-bbox="260 938 928 1068">Formative Environmental Factors</p> <ul data-bbox="172 1084 890 1224" style="list-style-type: none"><li data-bbox="172 1084 890 1143">• Parents' educational level<li data-bbox="172 1159 869 1224">• Other teachers in family	

Constructed Motivational Factors from Surveys

Teaching	Pathway	Program
Service	Learn by doing	Program compatibility
Material Benefits	Self-confidence	Workplace - program connection
Intellectual & Personal Fulfillment	Efficiency & convenience	
Teaching traditions	Immediacy	

Factor analysis with varimax rotation

Six Profiles

Compatible Lifestylists - 23% of interns

- Teaching fits their lifestyle
- Allows for family life
- Employment security and benefits
- Beliefs based upon perceptions about teachers' live rather than reality
 - Few worked with youths
 - No teachers in family
- Mean age - 31.3
- Whites overrepresented, Latinos underrepresented



Working Class Activists - 18% of interns

- First in family to go to college
- Strong service orientation
- Desire to reform schools and to teach in high need communities - more seek BCLAD
- Lifestyle issues and fulfillment is important
- Less self-confident than other groups
- Needed to work while in program
- Many had substitute taught or been preintern before entering program
- More likely to be Latino



Romantic Idealists - 17% of interns

- Youngest of all groups
- Graduated from college within 3 years of entering program
- Lowest previous salary
- Strong service orientation
- Lifestyle issues are NOT important
- Some experience working with young people
- Most like traditionally prepared teacher candidates
- African-Americans - underrepresented



Followers in Family Tradition - 16%

- All come from families of teachers
- Majority are parents
- Extensive experience working with young people
- Strong desire to serve
- Positive response to traditional view of teaching
- Self-confident about subject matter knowledge and ability to work with youth
- Pragmatic in approach to learning to teach - learn by doing
- African-Americans - overrepresented



Second Career Seekers - 14%

- Highest mean age of all groups - 47.5
- Hold highest degrees (masters' and doctorates)
- Highest previous salaries
- Not from family of teachers
- Majority are NOT parents
- Slightly more than half have little to no experience working with young people
- Seek intellectual and personal fulfillment through teaching
- White males - overrepresented
- Females - special ed more likely



Career Explorers - 12% of interns

- Mirror opposite of Working Class Activists
- Not motivated service or to seek fulfillment
- AC programs - efficient way to get credential
- Least amount of experience working in schools - majority had worked in schools prior to intern program
- Fewest report experience working with youth
- Second highest previous salary - started another career
- Males overrepresented, seeking secondary credential

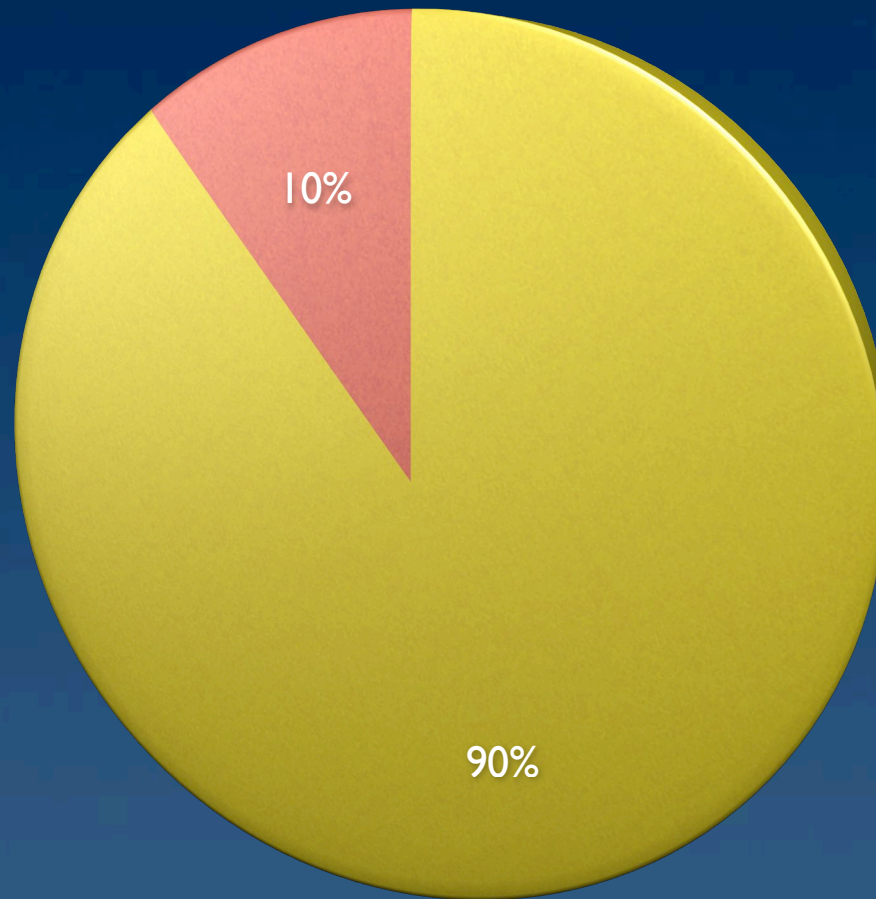


Rates of Credential Completion

Credential Completion for All 6 Profiles

● Earned Credential

● No Credential



Differences in Completion Rates by Programs

- No differences between types of programs attended
- University vs. District Intern vs. Distance Learning
- More likely to finish if attend public universities ($p = .03$)

Differences in Completion Rates by School Environments

- Trend towards lower completion rates when school has 3 HTS factors ($p = .057$) - APLE classification for 2002-2003
- Over 30% of student population - free or reduced meal program
- Below 50%tile in student achievement
- Over 20% of staff lack full credentials

Completion Rates by Credential Type

- Special Education - less likely to earn credential
- $p = .047$

Differences in Completion Rates by Profile

Less Likely

Career Explorer



Second Career*



*Effects from females seeking special ed cred.

$p = .011$

More likely

Working Class Activist



Romantic Idealist



Implications for Teacher Preparation & Supply

- Differences in Program Features related to Life span issues
- Importance of dispositions towards teaching - motivation and commitment as selection factors
- Stressors related to school environments - HTS analysis
- Special Education
 - Programmatic issues versus job conditions

Questions & Discussion

See Chin, E. & Young, J.W. (2006) A Person-Oriented Approach to Characterizing Beginning Teachers in AC Programs. *Educational Researcher*, 36(2), pp. 74-83.